



ADULT EDUCATION REVIEW

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Shri Rajagopalachari's tribute to
Shafiq-ur-Rehman Kidwai, the
Great Adult Education Leader

The Indian Journal of Adult Education has published the following tribute to the late Shafiq-ur-Rehman Kidwai:—

So Shafiq is gone.... We have lost one of the best souls of our time, if not indeed the best. The burden of Delhi's new Government must of course have contributed much to this untimely end of one whom I always deemed as a saint in the disguise of a friend.

On 11th March 1922, I noted in my diary about him when he and I were together in the old prison at Vellore:

"Of Shafiq-ur-Rehman from Aligarh, what shall I say? I count it as a privilege to know such a man. I have not known a better bred young man or a more self-restrained, a more truly God-fearing, finer or nobler soul."

He has remained that all through these years without a spot or a question. Peace be to his soul!



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Training to write for Neo-Literates

New Delhi, June 4: The Central Ministry of Education intends to run four workshops for training people to write for neo-literates, with the assistance of the Ford Foundation. The first of these workshops, lasting a month, will be held at the Janata College, Alipur, Delhi, in July. Arrangements will also be made for boarding and lodging of the participants at the Janata College.

The participants will study the principles of writing for neo-literates and will produce specimens of writings. It is, therefore, of utmost importance that the participants should, not only be persons who have already done some writing for neo-literates or shown promise of authorship in this line, but are likely to exercise an influence on other writers to inspire

them to a style which will appeal to neo-literates.

The Government of India will meet the travelling expenses of the participants to the extent of a single return second class fare from their place of residence to Delhi and the actual extra mileage at the rate of annas six per mile. Each participant will also be paid a stipend of Rs. 100 towards meeting the cost of his boarding and lodging in Delhi.

Writers who wish to get their names considered for participation in the workshop may send their particulars (name, age, occupation, present address, publications etc.) to the Secretary to the Government of India, Ministry of Education, New Delhi, by June 15. They should also enclose some samples of their writing work particularly that for neo-literate adults.

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MONTHLY JOURNAL OF

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(All Correspondence should be addressed to the Organising Secretary)

Vol. IV

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EDITORIAL

The Tenth All-India Library Conference.

The Tenth All India Library Conference held in the Osmania University, Hyderabad, Deccan was characteristic in two directions. It discussed subjects of a very erudite nature in Library Science—Depth Classification and Reference Bibliography. About fifty papers were presented on those subjects in a printed and bound form. Naturally enough those who took part in the discussions were just a few and those who were interested in attending the discussions were not more than about thirty-five. On the whole the discussions lasted for nearly twelve hours during the four days of the session. To those who had even a remote knowledge of the subjects dealt with, these discussions were certainly very enlightening of the remaining time of the conference. Some good while was occupied with discussing a paper on the subject of the Five Year Plan and library service extension envisaged by the Ministry of Education at the Centre. As the exact assistance the Centre was prepared to give to the Library movement as part of the Five Year Plan was not known, there could not be much reality about the discussion that took place. Though Dr. Ranganathan had prepared a Working Paper in his own thorough manner it did not make a full impression. For detailed study and action the matter had to be left in the hands of regional

associations. A few general indications were made and an amount of Rs. 40 lakhs was estimated as a minimum required. The rest of the time had to be devoted to the opening and the closing sessions. The very learnedness of the old High Command and the international and highly technical outlook it had in regard to the library endeavour as a whole had generated a reaction against it by slow degrees. When a new chief was proposed for the Indian Library Association as an alternative to the old President, he and his whole group except three withdrew from the field. As a consequence a new set of office-bearers has assumed power with Mr. B. S. Kesavan of the Indian National Library of Calcutta as President. Two of the old Vice-Presidents continue including Sri G. Harisarvothama Rau. One Joint Secretary Mr. Gulati also continues.

We consider that the time has come for the Indian Library Association to work in close co-operation with the Indian Adult Education Association and work for the uplift of the general mass of our people without satisfying itself with catering to the needs of those comparatively few individuals who have had the benefit of the educational system introduced by the British administrators and still continuing for the most part.

We are very glad that the change over in the Indian Library Association has been carried out in all good

spirit and we are sure the Association will forge ahead in tune with the times.

Proceedings of the Tenth All-India Library Conference

(From a Special Correspondent)

The Tenth All India Library Conference invited to the Andhra desa by the Andhra desa Library Association was held in Hyderabad--partly in the Osmania University campus and partly in the city—from the first of June 1953 to the fifth, both days inclusive. Sri S. Bhagavantam, Vice-Chancellor of the Osmania University, and Chairman of the Reception Committee, welcomed the Delegates and guests. The Education Minister of Hyderabad, Hon'ble Sri Chowlia inaugurated the conference. Dr. S. Das Gupta, Librarian of the Delhi University, presided. The Presidential speech was excellently conceived. His observation that not all who come into the library and read books are educating themselves in the real sense of achieving integration; reading can degenerate into just a habit which one acquired and can continue indefinitely after the urge for self-education has ceased. His exposition of what he calls the interpretative techniques that have developed in the library is really original and adds immensely to elevate library service into a realm of relationships hitherto unknown.

Sri G. H. Rau's Statement

After messages were read Sri G. Harisarvothama Rau, President, Andhra desa Library Association, made a very interesting statement setting forth several activities of the Association from the year 1914 when it was founded, the very first Library Association to be formed in India. A note that he struck at the end that chroniclers of the Library endeavor in India and outside have

propagated wrong facts about the Association and have sometimes done it injury by description not worthy of their status may not miss attention. About fifty papers on Depth Classification and Reference Bibliography were presented, printed and bound. They were discussed for 10 to 12 hours in all during the four days of the Conference and a number of laws were deduced, after discussion. Library Service under the Five Year Plan was also discussed. Resolutions on this subject were passed later at the last plenary session (1) fixing 1,000 titles as minimum for a development block of 100 villages and the amount to be spent on (a) Reading matter being approximately Rs. 30,000 and (b) on furniture etc. Rs. 4,000. The details of staff for each block was also worked out. The average cost of the staff per unit was put at Rs. 25,000. Two to four units of work were recommended for each state and a total provision of rupees forty lakhs minimum was demanded. Besides some technical resolutions and a resolution about the National Central Library, a resolution was also accepted that a Seminar be held in 1954 to study "Indian National Library Service." Tributes were paid to the Reception Committee for the splendid arrangements made. There was an excursion to important sites in Hyderabad and to Ajanta also arranged on the 5th.

Elections were held during the week and the Executive of the Indian Library Association was reconstituted with Mr. B. S. Kesavan of the National Library, Calcutta, as President.

Adult Education Endeavour in the Coorg State.

Sri G. Harisarvothama Rau's Impressions

Sri G. Harisarvothama Rao, M. A. Honorary Organiser, Adult Education, Andhradesa, and Chairman, South Indian Adult Education Association Madras, writes:—

I am glad that the little State of Coorg (Kodagu) is making earnest attempts in the field of Adult Education without which we shall not be able to take even the first step in the future progress of our dear Motherland. Though the movement has been just a year old here, I find that besides ordinary classes of people the tribal elements have awakened and are attending Literacy Classes walking two or even three miles to be present at 7-30 p.m. and returning at 9 p.m. or past that. I questioned men at the places I visited. They were eager to learn because they realise that education will improve their lot. They desire further education not mere literacy—leading up to a higher status in life. This is good development, and it should be encouraged. Just as in paddy cultivation Japanese methods are being espoused, in bamboo work, scope exists in the Kadagu Area, the educated and intelligent methods of Japan may be introduced and taught along with literacy. I was glad that date mat weaving formed part of work in the Woman Adult Centre at Hebbale. I should like modern improvements to be introduced in the crudest of our handicrafts.

The State of Coorg is most mountainous and not easily accessible with patches of plain mostly in the east and somewhat in the Central Areas. Necessarily development will begin and thrive well in such areas. Still, I understand, Centres have been opened in the mountainous interior also. The zeal with which the Organisers go about is evident in this phase of work.

I see attempts made to evolve better methods of teaching, find out ways and means to make the reading habit catch through the proper use of the small libraries attached to the literacy classes, to use folk arts as levers for Adult Education and to make the centres ultimately Social Education and Community Centres. I watched instructions issued by the District

Educational Officer and appeals made by the Organiser of the Northern Range. I was satisfied that there was enough hard-thinking to make the scheme a success.

Though I have not had the opportunity to look into the work of the Organiser of the Southern Area, I am sure he is also doing things in the right way under the guidance of the District Educational Officer.

The occasion of the issue of Literacy Certificates is being well utilised to interest Ministers and another high-placed friends. At Sirangala a function of this type was held. It was a sight to see. The Village Munsiff, the Krishi Pandit of the locality, and other prominent men took part in it. It lasted for about three hours with a film show by the Official Van bringing it to a finish. One of those made literate in the batch receiving certificates read a fairly long report so distinctly and fluently that it was a great credit to the few months attempts made.

I am sure the man in charge will attempt much more progressive work as time marches and Adult Education will triumph in Kodagu.

There is one reservation, however, which I would make. The immense magnitude of the task and the inevitable limitations of a budgetary finance make it peremptory that every educated man, from the head of the State to the lowest, should make his contribution to the success of the cause so that the range of work becomes universal and a result is achieved which, as a mere departmental effort, can never be achieved:

Faith in the cause, sympathetic attitude in the controlling authorities, honest and earnest hard work by the men in the field will go a long way to solve this stupendous problem of equipping our adult producer to grow more intelligent, more skilled, more efficient and more willing to tread new paths and help to reconstruct our social and economic life.

Education Indispensable to Nation-building

Democracy gives opportunity to every individual for leadership.

Dr. W. J. Haggerty explains how democracy depends on Adult Education

The Second South Indian Regional Seminar on Adult Education held in Ernakulam in April 1953 was treated to an interesting address on "Democracy depends on Adult Education" by Dr. W. J. Haggerty who attended the Seminar as a representative of the Ministry of Education, Government of India.

Dr. W. J. Haggerty is Technical Co-operation Consultant to the Ministry of Education, Government of India, New Delhi, on leave as President of the State University Teachers College, New Paltz, New York, U.S.A.

Addressing the Seminar on Tuesday, 21st April 1953 Dr. Haggerty said :

Mr. Chairman, friends :

It is a sincere pleasure to visit Southern India for the first time and, on this occasion to attend the Second South Indian Seminar on Adult Education. Since arriving in India last July I have had the opportunity to become acquainted with a few of the voluntary organisations active in the field of education here in India. I believe that, as in my own country, voluntary organisations of professional educators such as this can make a very important contribution to the improvement of educational activities. When I first came to India I was very much interested, as one whose professional work has been primarily in the fields of education and political science, to find out what was going on in India in these two fields and the inter-relation between them. In many respects I find that the organisation of Government and the organisation of education in India is very similar to that of the United States. In both countries education is primarily a State subject and the major responsibility for providing educational programmes for children, youth and adults, as well as determining the content and character of those programmes, rests with the State educational officials. In my own country we sometimes refer to this situation as constituting 48 different educational laboratories or educational experiments. What happens in the fields of education in one State which proves to be useful and

successful is soon borrowed by the others for their own use.

In the field of Government I also find that India has established a Constitution the basic principles of which are similar in many respects to those of the Constitution of the United States. The Constitution of India establishes for this country a democracy as its basic form of Government. It is perfectly clear that under any form of Government, the educational system must tend to support and maintain the form of Government that exists. This is true not only in a democracy but also under a dictator. Hitler, Mussolini, and in an earlier age, Julius Ceaser and Alexander, have all remarked that it was essential for them to control the educational system if they were to maintain their political and Governmental control.

Mahatma Gandhi's View

The same general principle holds true with regard to education in a democracy. In a democracy, as described in the Constitution of India, it is in the hands of the people themselves—the individual citizens—that power actually resides. This is true for Government at all levels—Local, State and National. Someone mentioned this morning the importance of strengthening Panchayats and their functions and the consequent necessity of education of the adult citizens with regard to the functioning

of Panchayats. Gandhi hoped that the villages of India would become in a sense village republics, managing their own affairs at their own local level. Your Prime Minister, on many occasions, has stressed the importance of education of the citizens of the country so that they may be able to play their part individually and collectively in a democracy. His Highness, this morning, stressed the importance of good citizenship as one of the goals of Adult Education. At a recent UNESCO Seminar in India, Maulana Abul Kalam Azad, Minister for Education, Government of India, said that "Education of future citizens is one of the prime duties of the State. On such education depends our prosperity and welfare. Of even greater urgency is the problem of educating the adult population. They determine the present which, in its turn, will shape our future destiny." At the same Seminar its Director, Dr. V. S. Jha, said that "Democracy cannot exist in a society where vast masses of people are ignorant and incapable of exercising independent judgement." Your Director said this morning that "the ordinary man has become the ruler."

Source and Centre of Power

In my own country this concept of universal citizenship and its implications for wide-spread Education has been voiced by our national leaders since the adoption of our Constitution. The idea has probably been more clearly expressed by Thomas Jefferson than by any other. He said something like this: "I know of no safe place wherein power should reside except in the hands of the people themselves," and on another occasion, "if a nation expects to be free and ignorant in a state of civilisation, it expects what never can and never shall be."

I have here a copy of the Universal Declaration of Human Rights. Article 21 of this Declaration states that, "Everyone has the right to take part in the Government of his country, directly or through freely chosen representatives. Everyone has the right to equal access to public service in his country. The will of the people shall

be the basis of the authority of Government: this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free vote procedures."

Thus we see, clearly recognised by the leaders of two of the world's greatest democracies and by the United Nations itself, this idea that in a democracy it is the individual citizens themselves who have the power and who have the responsibility for making a democracy work and meet the needs of the country in which it exists; and, further, that under such conditions it is completely necessary for all other citizens to be educated as to their rights and privileges as well as their responsibilities and obligations. This places a very great demand, in a free society, upon the teachers and the members of the educational profession. Not only must everyone be educated but the type of education should be such as to enable each citizen to understand the issues of his time and to exercise his independent judgement with regard to them.

Nation-building work.

India has begun a gigantic task of improving and increasing the health, agriculture and the industrial activity of its citizens. I think it is recognised by those who have worked in such developmental programmes that they cannot fully or completely succeed without a basic foundation of education on the part of those people who are engaged in such activities and whose support and co-operation is essential for their success. The physical improvements for health and agriculture and for industry will not be permanent unless there is full understanding on the part of those affected by them. This basic adult education for social improvement is another essential purpose of education in a democracy.

Education has still another purpose and that is the contribution it makes to the personal happiness of each individual. This means that through education the best in the culture of the nation must be passed on

from one generation to another and added to as well by each succeeding generation. The great works of art and literature and the great ideas of Indian thinkers must be made permanent through education.

As you and I know the world is becoming a more and more complicated place in which to live and we find that what happens among us in one part of the world must affect those of us who live in another region. This means that the problem of international relations, which has never been adequately solved and which is more crucial today than ever before, must also be tackled by education. The Universal Declaration of Human Rights, in Article 26, states that "everyone has the right to education" and goes on to say that "education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations."

Education for Peace

It is essential, if we are to live in peace rather than war, that all of us be educated to some extent as world citizens and that each of us learns how to think and to act, to some extent, as citizens of the world. Maulana Abul Kalam Azad, at the UNESCO Seminar referred to earlier, said "If the common people take an intelligent interest in the affairs of the world and demand that the governance of man must be in the interest of peace, then and then alone can the different Governments of the world be compelled to pursue courses which will lead to peace instead of war. This is where Adult Education—in our country we have given it the name of Social Education—becomes imperative." Thus we see that Adult Education has another responsibility—the great task of educating each of us so that we may learn to live in peace with each other.

I should like to mention one more responsibility that education has in a democracy and that is the responsibility for the leadership of the country. In a democracy any leader—a Prime-Minister, a Governor,

a Chief Minister, or any leader—may come from any place, any village, town or city. Any person, regardless of how inauspicious his beginnings or surroundings, may become the leader of his country. Under these conditions we cannot afford to have any large number of uneducated and illiterate citizens. We cannot take the chance of losing the services of a potential leader because of lack of educational opportunity. Education, therefore, not only helps the citizens as a whole to understand their country and its problems, their rights of citizenship and their obligations to participate in activities for the nation's welfare, but is also the means whereby any individual may rise, through his own efforts and abilities, to a position of leadership, even the highest in the land. I think that this principle is borne out in the history of the leaders of my own country. Many persons of the United States have risen from poor and humble surroundings to the position of President of the United States, and the same is likewise true of countless thousands of other leaders. This responsibility of education for leadership in a democracy is one to challenge the best efforts of all of us engaged in education, including adult education.

Value of neo-literature

The theme of this conference is "The Production of Literature for new literates". This is one of the most important aspects of adult education programmes. It is only when teaching is interesting and when the materials of education are within the grasp of those learning that education becomes effective. At the same time materials which are too simple or which are too difficult cannot be truly effective. The task of selecting the right materials and presenting them in an intelligent and interesting fashion is one which requires a great deal of skill and experience. In India, where programmes of Adult Education are conceived on a gigantic scale, the problem of producing literature for new literates is a staggering one. The production of material in a more than dozen languages further complicates the problem. I am happy to see that this entire Seminar is given over to this problem. I have no doubt that your deliberations here will constitute a major

Preparation of Reading Materials for new Adult Literates

BY SRI T. J. R. GOPAL.

The following is the full text of the paper on preparation, production and distribution of literature for new adult literates presented to, and read at, the Second South Indian Regional Seminar on Adult Education held at Ernakulam by Sri T. J. R. Gopal, Organising Secretary, South Indian Adult Education Association, Secretary, South Indian Adult Education Co-operative Publishing Society Limited, and Editor, *Anandam Tamil Weekly*.

The aim and trend of Adult Education effort are determined and limited by the conditions of life in each country. Here in our vast country with a staggering percentage of adult illiteracy the aforesaid effort has necessarily to begin with an intensive drive for literacy, with ample provision for preventing relapse into illiteracy, which danger is real because it is inherent in the problems. Luckily for us who are assembled in this Seminar there is agreement that literacy is the first and foremost item in the Adult Education programme. This view has been accepted also by the four State Governments in South India with which we are immediately concerned. I need not therefore waste words in defensive argument against the contention of a few intellectuals who say that concentration on Elementary Education will lead eventually to complete literacy and that until that mille-

nium arrives there need be no battling against illiteracy on the adult front.

The National Seminar held recently at Delhi under the Directorship of the Sri T. Madhiah Gowda, M.P., and President of the Mysore State Adult Education Council discussed in all its bearings the question of preparation, production and distribution of reading material for new adult literates; but perhaps because the question came to be explored for the first time and a good number of the participants did not have the advantage of field work experience, the debate did not go beyond the academic level and the conclusions reached were mostly theoretical and wishful. I do not mean to say that the National Seminar was a wasted effort; it did serve the excellent purpose of bringing the problem to the fore and to the all India compass; its conclusions are starting points for us in the Seminar. As you are no doubt

step in the solution of the problem. I should like, however, to point out that the production of literature is but a means to an end. So is a programme of literacy training. So is education itself. To carry through a programme of adult education successfully there must be enthusiasm on the part of those working in the programme and on the part of those adults being educated. Where does this enthusiasm come from? It is not the materials of education nor even the programme of education itself which is of final importance. It is the goals of education in which we wholeheartedly believe and in which we have faith that we find the enthusiasm for our task. It is the belief that, through our educational activities, we shall make a contribution to the improvement of democracy, to the success of our social programmes to the personal happiness of each of us as

individuals, to the improvement of international relations among all of us throughout the world, and to the cause of leadership in our democracy which spurs us on and from which we gain renewed energy to pursue our task as educators.

In the short time I have been in India I became convinced that India will become one of the great democracies of the world. You have millions of intelligent people in your country. You have important traditions and an historic cultural heritage. You have many resources, both material and human. You have the ability and the experience of developing good schemes and plans. The greatness of India will parallel the development of its educational programmes. How soon India will attain such greatness and how great India will become will depend on the quantity and quality of its education, including its adult education.

aware, this Seminar has been organised and is being conducted under the auspices of the South Indian Adult Education Association with the approval and aid of the Government of India and the co-operation of Madras and Travancore-Cochin State Governments. The Association has been waging, since its inception in 1939, a war against adult illiteracy which is India's enemy Number One. The first South Indian Seminar on Adult Education conducted by the Association, in Adyar, Madras, in 1951, dealt with the ways and means to spreading literacy among adults quickly and effectively in the four regional languages—Tamil, Telugu, Malayalam and Kannada with which we are concerned. Thanks to the spade work done by the pioneers, thanks to the awakening caused by the Adult Education Weeks celebrated during the last three years and thanks to the Madras Government's Order declaring that liquidation of illiteracy is and must be the concern of the entire administration in all its Departments and not the duty of the officers of the Education Department alone and urging the District Officers while on tour to visit Adult Literacy Classes and Adult Social Education Centres and give interesting talks, a considerable number of adult illiterates have turned literate, and these new adult literates have developed an appetite for reading. It is incumbent on us, assembled in this, the Second South Indian Seminar on Adult Education, to satisfy their appetite which is growing under the impact of the rapid changes that are taking place in our international relationships and in every branch of our national life.

Question of Vocabulary

The need for new-literature is being felt keenly day by day, as can be judged from the demand for books published by the South Indian Adult Education Co-operative Publishing Society Limited. There is every likelihood of the demand going up rapidly. The preparation, production and distribution of literature for new adult literates are complementary and inter-dependent stages; preparation of the right type of reading material, production on an economic scale, and distribution through effective agencies. What do we mean by the right type of reading material? The answer to this question is provi-

ded by a study of the requirements of the new adult literate who has his own way of life, a cultivated mind, and an approach of his own to the problems of the day. The new adult literate concerns himself mostly with the present and the future; he refuses to dwell in a past which is dead; he recalls the past only in so far as it helps him understand the present and the future. Books meant for children which are much too elementary and inadequately informative do not interest him; his mature mind demands something substantial, something which will enable him to understand his day-to-day problems, something which will help him to help himself and stand on his own legs. The knowledge he requires and craves for must be imparted to him first in the language of his own parlance. He must be helped first to read and write within the vocabulary he has already in stock. The immediate task before every Adult Educator is to prepare the basic vocabulary of the adult who has just become literate. No such basic vocabulary can be deemed final or exhaustive until it has been tested and confirmed by lessons imparted to groups of new adult literates in typical areas in a linguistic region. The test lessons should be couched in simple sentences and in clear pistol shot style. No sentence should consist of more than five or six words. Every sentence should present an objective fact. Words conveying more than one meaning should be avoided. Technical terms also should be avoided.

From the known to the unknown

The new adult literate should first be taken through the *known*, to the *unknown* and the *unknown* introduced to his mind only after he has grapsed and come to possess the terminology about the *known*. Folk lore and folk songs and classics re-told within his basic vocabulary would constitute excellent reading material for the first stage. A story like that of Harischandra with the spirit of which the adult is already imbued related to him in his own vocabulary would give him an excellent grounding. Reading material made out of folk lore, folk songs and classics alone will not meet the requirements of the new adult literate who is naturally eager to read and learn for himself all about his

environment,—for instance, what his Panchayat Board or Municipal Council is doing for him, how he is being taken care of by the State and the national Governments he has brought into being and keeps going. The principles I have enunciated for the preparation of the right type of reading material for the new adult literate are common generally to all the languages of India, and more particularly to the four Regional languages with which we in this Seminar are intimately concerned. We have before us many books, small and big and periodicals of various kinds in each of our regional languages, which we have perused and closely examined with reference to the capacity of the new adult literate to follow and assimilate, and we find that they are either too high in diction or one-sided. We have to grapple with two categories of adult learners, those who are completely illiterate and those who are semi-literate and on the verge of relapse into illiteracy. We cannot confront these people with books written in bombastic style. I may here recall a talk I had with a Tamil savant. I told him that all his erudition was not beneficial to anybody, not even to himself, if he could not give it, in simple words, to his fellow humans. In reply he almost confessed his inability to come down to the level of the average new adult literate. The Adult Education world has no place for a savant who cannot employ his learning for dynamic purposes. The reading material for the new adult literate should be brief as far as possible, and give expression to simple ideas with which he is already familiar. It may include simple, well drawn and attractive illustrations appropriate to the text, and humorous caricatures. It may deal with matters of life interest to him, in conversational style or in story form. Every item of interest within the sphere of the individual, in his family life and in the corporate life of the society of which he is a member, can be brought into a running story like, for instance, "Anand the Wise Man". On completing the story the new adult literate should feel elated, that he has learnt something about everything that he needs to know about, from the construction of his village road to the functioning of his country's Parliament; he should be able to experience a sense of noble endeavour

and fruitful achievement. Above all reading material for the new adult literate should be completely matter-of-fact and free from bigotry, intolerance, propaganda and sectarianism; it should not contain anything that will hinder his clear thinking or prejudice his mind against anything; it should be such as to inspire in him a thirst for knowledge and a quest for truth.

The "Anandam" experiment

A weekly or fortnightly journal in every regional language presenting the essential events of the period in a matter-of-fact, direct, objective, non propagandist and simple manner is a very good type of continuation reading material for the new adult literate. The Tamil Weekly Journal "Anandam" which Rev. J.G.P. Naumann and myself have been conducting for nearly one year now is serving the desired purpose, and it is undoubtedly a successful experiment. The new adult literate takes to reading the journal with avidity. I have no doubt similar weekly journals in the other regional languages will meet with equal success. In my "Anandam" journal, I am giving effect, as faithfully as I can, to every one of the principles I have stressed with reference to the preparation of the right type of reading material, such as simplicity of language, clarity of style, presentation of ideas and striking construction of sentences.

Production, that is, printing and getup, of the reading material for the new adult literate should be planned on a large scale and on economic basis, and as a non-profitmaking venture. There is no room here for publishing as a trade. Let printers and publishers and authors who want to make money stay where they are. Let them not come into the Adult Education field, and then get back disappointed. The roads in the world of Adult Education are not paved with gold. Large scale production of books call for the establishment of printing presses on a co-operative basis which will charge only the actual cost of production and will not seek to make money. Books should be made available to the new adult learner at nominal prices. No book offered to him should exceed 32 pages of ½ Demy page.

Co-operative distribution

No rigid rules in regard to the size and choice of types need be imposed. Production and distribution on a large scale go together. They should be planned on a co-operative basis. We may have for every linguistic region one central Co-operative Publishing Society owning a Press of its own, and distribution of copies for sale may be arranged through Co-operative Societies of various types all over the region, and through factories where a large number of adult literates in the rudimentary stage are employed. A Co-operative Society selling provisions and catering to the requirements of a particular area may very well keep a depot of books of neo-literature for sale.

I have discussed at some length the stages of preparation, production and distribution of continuation reading material for new adult literates, but what is the crux of the problem? Is there a real demand for such material? Can such demand be created and stimulated? Is there real scope

for such constructive work? My answer to every one of those questions is "Yes". I believe there is no Adult Educationist here who does not share my view. The experience I have gathered from the working of the South Indian Adult Education Co-operative Publishing Society Ltd., makes me bold to say that there is real and growing demand, that demand can be stimulated to the tune of lakhs of copies of each publication, and that there is ample scope for authors who would render real service, I envisage in every regional language with which we in this Seminar are concerned a set of 90 or 100 books of uniform size covering the whole gamut of modern experience and knowledge and calculated to make of new adult literate a decent man of culture and a good citizen of the world. Public support should be secured and mobilized by means of sustained propaganda, for getting a comprehensive Adult Education Act placed on the Statute book, the main provision of which would be effective conscription of the educated to teach and the uneducated to learn.

WRITING BOOKS FOR ADULTS

A Directive for Authors.

The following is a "presumptuous" guide for authors, publishers and artists published by the Ministry of Education, Government of India :

The Ministry of Education has considered for some time past ways in which social education literature of excellence may be produced on a large scale in India. This matter was considered by the Central Advisory Board of Education at its 18th meeting at Trivandrum in January 1951. The Board recommended the convening of a Social Education Literature Committee to go into the question. At their meeting on the 7th and 8th of January 1952 at New Delhi, the Committee suggested inter alia that the Ministry of Education should take steps to prepare a directive for authors which should be published for the guidance of would be writers of literature for neo-literates.

This directive for authors is intended to help in the effective presentation of material for adult literates. All instruction is in the nature of a suggestion only for each book will make its colour from the genius, the individuality and the originality of the artist and the skill of the printer and

publisher. But there at last is the chance of producing a good book for adult readers.

Physical make up

Physical make-up of the book : The sizes noted below are suitable for books for semi-literates or neo-literates :

(a) For primers and first-grade readers :-

$$\frac{20 \times 30}{8} \text{ or } \frac{20 \times 26}{8} \text{ or } \frac{17 \times 27}{8}$$

(b) For post-literacy and follow-up literature :-

$$\frac{18 \times 22}{8} \text{ or } \frac{22 \times 30}{16}$$

(c) Particular kinds of books as for example books of poems and folk songs, can be of even smaller size.

Paper should be strong and thick so that print does not show through the page. If possible a mat surface paper should be used.

If illustrations and script in the first primer are on separate pages, the number of pages used should not exceed 48, if illustrations and script are on the same page,

the number of pages should not exceed 24. As reading becomes more advanced the number of pages should of course increase.

Each book should have a title page with a title displayed in an effective form, and advanced readers should have a preface with some information on the contents of the book and its approach.

Books other than primers should have a contents page to indicate chapters and illustrations. Advanced books for adults should have an index to enable the reader to check on information and to obtain it speedily.

Books should be centre-stitched and the binding should be strong so that the pages do not come loose and the book is easy to open out fully.

Printing

Printing in the first Hindi Primer should normally be in 26 point. The type-size should be reduced gradually to 18 point as books are more advanced. Publications in other languages should have corresponding points.

The length of the printing line of any page should not exceed four inches. Spacing between words and lines should be such as to facilitate swift reading. The number of words on a page should be about 40 in a primer rising to about 300 in advanced readers.

Illustrations

There should on the whole be a larger number of illustrations in earlier grades of adult books than in higher grades. These illustrations should be clear, vigorous and direct and should help directly in explaining script.

The front cover should be illustrated, preferably in colour. Wherever possible, pages 2, 3 and 4 should also be illustrated. Illustrations should be contiguous to text and should not break it up. Short illustrations can be accommodated in the upper part of a page.

Translation from other languages should also be translated where there are no translations in the original.

An author who is not himself an artist should be associated with an artist so that the design of the book and the method of presenting its contents can be planned jointly to make the total effect harmonious and integrated.

Vocabulary

The words used in adult books should be those in popular usage. Technical terms should be avoided as much as possible. Where their use is unavoidable they should be explained the very first time they occur, in simple language.

The range of a student's vocabulary should be taken into account and his linguistic background. It is sometimes advisable to have a scale of vocabulary for books intended for people of different stages of literacy. When the material is translate from a foreign language, various terms as, for example, the names of unfamiliar animals and plants must be explained with foreign units of weight measure and distance, it is quite necessary to give Indian equivalents.

Translation from other languages should not be literal but in the nature of an interpretation. The language must be adopted to the vocabulary level of an adult who is expected to d to book.

It is as well to avoid new rods in quick succession on a single page. Words must be repeated frequently especially in material for neo-literates and semiliterates. Repetition should be frequent when the word first occurs and less and frequent once it has penetrated. This repetition should, however, be skilfully arranged so that language does not become either monotonous or stilted.

Style

In the earlier course of reading material the structure of each sentence must be kept simple and the sentence should not normally exceed one line. The use of metaphor and allusion, except when these are everyday and familiar, should be avoided.

The style should invariably be clear and simple; affectation and pedantry must all costs be avoided.

Writing should preferably be conversational and addressed directly to the reader. Elements likely to create interest such as poetry, drama, songs and wit should be used wherever possible. The present action of ideals and lessons should be brief and relevant.

It is essential in writing sentences, paragraphs and chapters to maintain the unity of the subject-matter and strictly to avoid anything irrelevant. In translation, too,

clarity and simplicity are absolutely essential.

Content

The object in providing reading for adults is above all things to give direct information on matters of interest in as agreeable a way as possible. This reading must promote desirable attitudes in the reader and foster the growth of healthy sentiments.

A book for adults should not contain too much information. In fact, it should contain the minimum necessary to explain a subject. Each book should have a few questions at the end. If it is divided into separate lessons each lesson should have questions at the end.

Reading material for adults, particularly on social subjects should be presented in a variety of forms descriptive prose, dialogue, drama, short stories and poetry.

General Suggestions

In addition to a complete mastery of language the writer, must have a general back-ground of work with adults and he must know at first hand the interests and the living conditions of the people for the people for whom he is writing.

It is useful to prepare a synopsis of the book before this is brought out.

The writer must respect facts and take the greatest possible care to ensure that there will be no departure from strict accuracy in factual matters. If it is not possible to obtain the co-operation of an expert in preparing the manuscript of a book it would be as well to have it checked by an expert before publication.

Wherever possible and especially in respect of lower grade reading material, a book should be tried out on the particular kind of adult for whom it is intended before it is published.

Dr. Frank C. Laubach Honoured

On 2nd June 1953, the Columbia University conferred on Dr. Frank C. Laubach the world literacy leader, the honorary degree of Doctor of Humane Letters. *The New York Times*, in its issue dated Wednesday, 3rd June 1953, published the following :

FRANK CHARLES LAUBACH—
Missionary, educator, preacher, author; Pennsylvanian by birth; Princetonian by undergraduate training; proudly claimed also by Columbia for his work on Morningside, training for the ministry at Union Theological Seminary and proceeding to the doctorate in sociology at this institution; since then, and for more

than four decades, one whose inspired action has recognized no boundaries of land or sea; serving first the unfortunate of New York; then, year after year in the Philippines, in Malaya, in many countries of Africa and of Central and South America; an indefatigable worker in applied Christianity, waging with intransigent will the battle to free the minds of men; one of the most widely effective teachers of our time, with the world as his classroom; his ingenious techniques of language instruction have brought learning, enlightenment and a richer life to millions of people who otherwise would have been condemned to lives bounded by the confining limits of illiteracy.

S.I.A.E.A. OFFICE.

The offices of the South Indian Adult Education Association, the 'Adult Education Review,' and the South Indian Adult Education Co-operative Publishing Society Ltd., are being shifted from its present premises to No. 10, Narasinghapuram Street, Mount Road, (near Round Thana) Madras-2, and has started functioning from the new premises with effect from 1st June 1953. All correspondence should be addressed in future to the new premises.

T. J. R. GOPAL,

Secretary.